



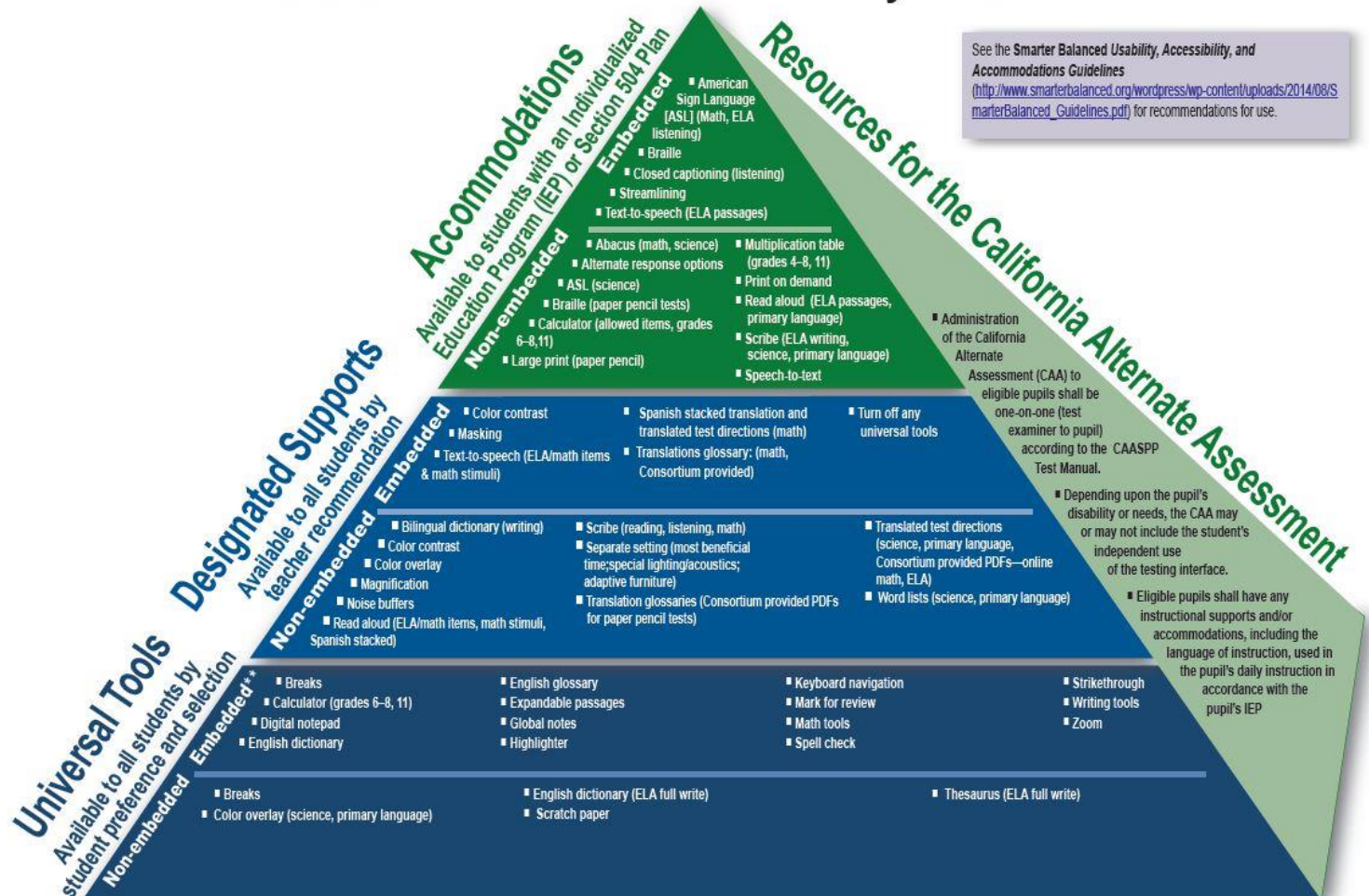
Accessibility Supports in Daily Classroom Use

2015–16 CAASPP Institutes



TOM TORLAKSON
State Superintendent
of Public Instruction

California Assessment of Student Performance and Progress Student Assessment Accessibility 2015–16*



California Department of Education ■ October 2015

*Based on proposed emergency regulations going to SBE in November 2015

** Embedded Universal tools are delivered as allowed only

Based on regulations that will be presented to the State Board of Education in November 2015.



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Purpose and Importance of Assessment Accessibility

Equal opportunity for all students to demonstrate learning:

- **During instruction**
- **On classroom assessments**
- **On Smarter Balanced assessments**



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Guidelines for Use

General guidelines for use of all accessibility features:

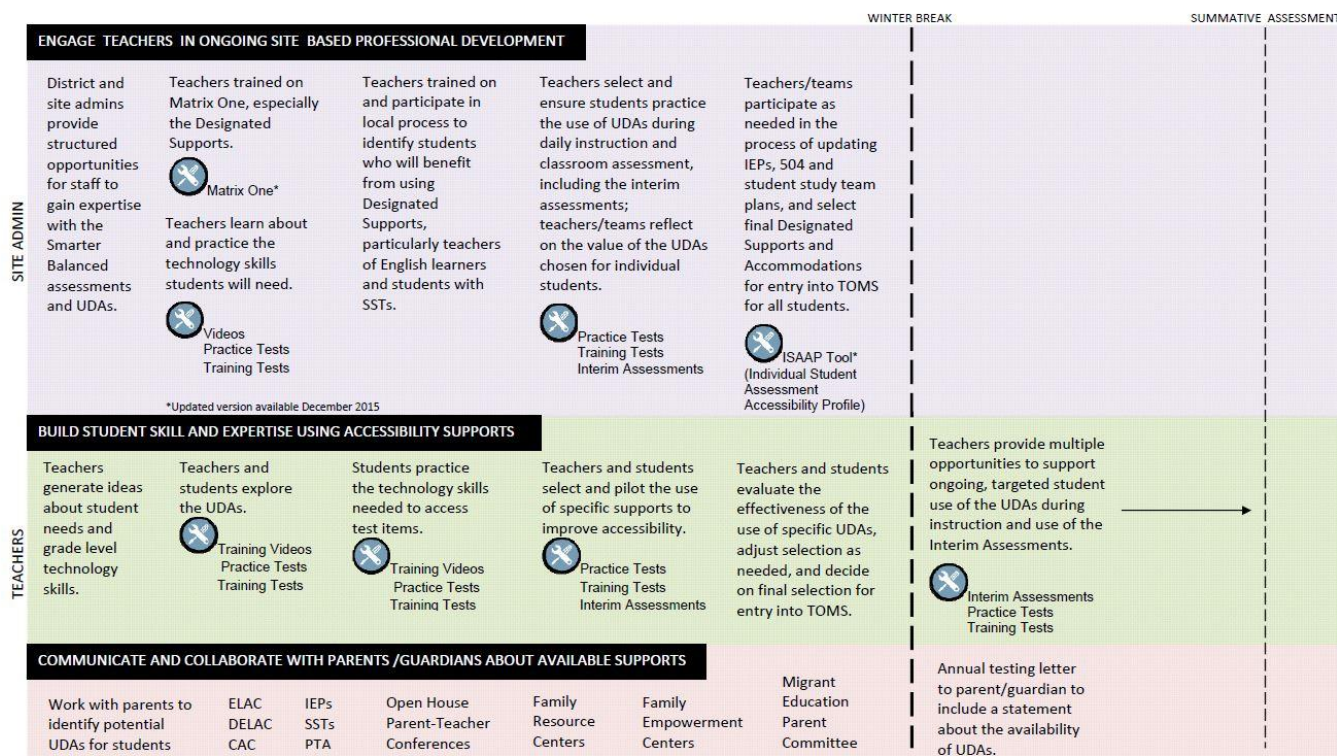
- Student is familiar with the support(s).
- **Supports are the same or similar to those used for instruction and classroom assessment.**
- Student has multiple opportunities to practice in test environment.



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Effective Student Use of Accessibility Supports

Suggested Timeline for Student Use of the Smarter Balanced Universal Tools, Designated Supports, and Accommodations (UDAs)




CAASPP Timeline for Use of Accessibility Supports

10-7-15



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Smarter Balanced Resources and Practices Comparison Crosswalk



Resources and Practices Comparison Crosswalk

Smarter Balanced Resources and Practices Comparison Crosswalk

March 3, 2014

Smarter Balanced is committed to providing mathematics and English language arts/literacy assessments that are accessible to all students. The Smarter Balanced Assessment is accessible via a suite of resources (universal tools, designated supports, and accommodations) available locally or directly in the test platform. Although many resources, particularly those embedded in the system, may appear new, many of the resources are similar to those used commonly during classroom instruction. To help states identify similarities between the assessment resources and classroom practices, Smarter Balanced has developed a *Resources and Practices Comparison Crosswalk*. The *Crosswalk* lists the resources that are currently included in the *Guidelines* document and assists educators and decision-makers by providing a description of both the resource and its classroom equivalent.

No.	Guidelines Resource	Description (See <i>Guidelines</i> for Full Description)	Pedagogical Practices	Description
1.	Breaks	The number of items per session can be flexibly defined based on the student's need.	Breaks	Students pace themselves while completing work. Students may move about the classroom or take a short break outside to refocus.
2.	Color Contrast	Enables students to adjust screen or printed background or font color, based on student needs or preferences.	Color coding (Varied printing color and paper color)	Students have instructional materials that have different font or background paper color(s). Students can use one color for a main idea and another color for details when outlining or taking notes.
3.	Color Overlays	Color transparencies are placed over a paper-based assessment.	Color overlays	Color transparencies are placed over a paper-based assessment.

This document can be found on the Smarter Balanced Assessment Consortium Web site at
<http://www.smarterbalanced.org/wp-content/uploads/2015/09/Resources-and-Practices-Comparison-Crosswalk.pdf>



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Activity: Application to the Formative Process

- Review the resources and comparison document.
- Discuss with your table group how the pedagogical practices and descriptions provided can be applied to classroom formative assessment practices.
- Select one specific example generated from your discussion to share with the whole group.



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***Pause the video to
complete the activity***

***Suggested time for the
activity is 4 minutes***



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***This is the end of this
module.***

***The next module is about
the “Smarter Balanced
Digital Library”***